

Subject	Key Concepts	Repeated Skills	Daily Dashboard	Trip/Experience
<p>Maths</p> <p>Writing</p>	<p>Spell correctly</p> <p>This concept involves understanding the need for accuracy.</p>	<p>Spelling</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
	<p>Present neatly</p> <p>This concept involves developing an understanding of handwriting and clear presentation.</p>	<p>Handwriting</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>		

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	<p>Composition</p> <p>Write with purpose</p> <p>This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs</p> <p>This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately</p> <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Analyse writing</p> <p>This concept involves understanding how grammatical choices give effect and meaning</p>	<p>Writing Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		

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	<p>to writing.</p> <p>Present writing</p> <p>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <p>Punctuate accurately</p> <p>This concept involves understanding that punctuation adds clarity to writing.</p>	<p>Writing - Vocabulary, Grammar Punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		

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Reading	<p>Key Texts The Time of the Travelling Cat - Julia Jarman Billy Sure, Kid Entrepreneur ad the Haywire Hovercraft - Luke Sharpe The Lion and the Unicorn - Shirley Hughes I Was There - Stuart Hill The Butterfly Lion - Michael Morpurgo</p> <p>Read words accurately This concept involves decoding and fluency.</p> <p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Word Reading</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension</p> <p>develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>		

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		<p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>		

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Science		<p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>		
	<p>Understanding Plants This concept involves becoming familiar with different types of plants, their structure and reproduction.</p> <p>Understanding animals and Humans. This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<p>Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. Ask relevant questions.</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<p>Water Light Suitable temperature Grow Healthy Germination Reproduction</p> <p>Nutrition Vitamins Minerals Fat Protein Carbohydrates Fibre Water Skeletons- support, protection Skull-brain Ribs-heart, lungs Movement Joint Muscles-movement, pull, contract. Relax Diet</p> <p>Appearance Physical Properties</p>	<p>Plant Flowers and vegetables within the school grounds. Kirkleatham woods</p>

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	<p>Understand movement, forces and magnets This concept involves understanding what causes motion.</p>		<p>Open Surface Magnet Magnetic Attract Repel Magnetic poles North South</p>	
History	<p><u>Achievements and Legacy</u> Building on KS1 Famous people and events. What is the impact on us? <u>The Roman Empire and its Impact on Britain</u> <i>Haiden's wall, Roman baths, Extended road systems, months of the year, standard measurement, rule of law, road systems,</i> <u>A local history study.</u> <i>Hadrian's wall (as above)</i> <i>Explorers – Tudor / Elizabethan – Link to Captain cook Check KS1 content)</i> <i>Joseph & Edward Pease (Stockton railway Check KS1 link)</i> <u>A study of a theme in British history.</u> <i>Explorers, tie in with captain cook</i> <i>MaM, Moon landings (check KS1 link)</i> <i>Inventions – Victorians</i> http://www.primaryhomeworkhelp.co.uk/victorians/inventiotimeline.html</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</p>	<p>'Blockbuster' vocab activity teams or individual pick a letter get a word and explain the meaning – can they get across the board. Language linked to the passing of time. Class timeline – adding on this day in history when relevant.</p>	<p>Hadrian's wall</p>
Geography	<p>Land of Hope and Glory To investigate places- Counties, capitals, counties and cities of the UK</p>	<p>Recognise, identify and describe key aspects of physical and human geography.</p>	<p>Name and locate Equator, Northern and Southern Hemisphere, Tropics of</p>	<p>Visits to major cities- Newcastle, Edinburgh- could</p>

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	<p>Human and Physical Features Key locational coverage could include: Major cities/ counties across the UK with key differences between town and country London, Manchester, Liverpool, Glasgow, York, Newcastle Belfast, Cardiff etc Major transport links between cities- ports, airports and links to other countries Recognisable buildings around the UK eg- Big Ben, Houses of Parliament, Shard, Gherkin, Blackpool Tower, York Minster, Royal Albert Dock, Belfast City Hall Ancient castles and monasteries with reasons for their location- Lindisfarne, Whitby, Alnwick, Rievaulx, Bamburgh Mountains/ Places of Beauty/ Rivers Ben Nevis, Scafell Pike, Snowdon, Lake District, Giant's Causeway, The Needles, Portland Bill, Hills and Valleys of Wales, peak District-caves, Loch Ness Tees, Tyne, Ouse, Wye, Trent, Thames, Tay, Severn, Trent Explore/ investigate the industrial past of the UK and how it has changed over time. Railways, Coal Mining, Textiles, Ship building Influence of the UK in the World in the past- (to link with History work) Compare features of UK with other European countries- France (to link with MFL)</p>	<p>Use geographical language to describe similarities and differences between locations and how some features have changed over time. Use maps, atlases, globes and digital/ computer mapping. Use fieldwork to observe and record human and physical features in local area. (sketch maps, plans and graphs, digital technologies) Use eight point compass directions, four figure grid references, symbols and keys.</p>	<p>Cancer and Capricorn, Arctic and Antarctic Circle and date time zones- world map on display, different centred maps eg European/ Pacific centred maps. Use Digimaps? Name and locate countries, counties and cities of UK (once covered)</p>	<p>link with Science work?? Lindisfarne/ Whitby Abbey Alnwick/ Bamburgh River walk- Tees Outdoors Beamish/ Darlington Steam Museum</p>

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Art	<p>Compare and contrast cultures/ practices Food, languages, government/ monarchies, national days/ festivals, weather/ climate</p>			
	<p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Collage Painting Sculpture Drawing</p> <p>Collage – Places of beauty, mountains, castles.</p> <p>Painting – Mountains</p> <p>Sculpture – Hadrian's wall Sculpture - Key recognisable landmarks linked to Geography e.g Big Ben</p> <p>Drawing – Parts or all of recognisable landmarks.</p> <p>River Tees - water colours River Tees - collage</p> <p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>'Katie in London' book</p>	<p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can: Research artist Draw parts of their work - through picture frame, Re-create parts or all of their work through 4 main techniques - painting, collage, drawing, sculpture. Use artist as inspiration for their own creations. Ransack Reading - from Daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p>		<p>Hadrian's wall</p> <p>Visits to major cities- Newcastle, Edinburgh- could link with Science work??</p> <p>Lindisfarne/ Whitby Abbey</p> <p>Alnwick/ Bamburgh</p> <p>River walk- Tees Outdoors</p> <p>Beamish/ Darlington Steam Museum</p> <p>Links with Kirkleatham Museum - local artists.</p>

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	<p>Local Artist - Guisborough. Links with Kirkleatham museum. Nigel Dobbyn https://nigeldobbyn.wixsite.com/mysite</p> <p>Deb Covell - Saltburn https://www.debcovell.co.uk/</p> <p>Artists from the past: The Staithes Group https://en.wikipedia.org/wiki/Staithes_group</p>			
DT	<p>Learn about electronics</p> <p>Explore how to combine our knowledge of electrical circuits with design to create a variety of fun and useful products</p> <p>Take inspiration from design throughout history Appreciation of design process that has influenced the products we use in everyday life. Thomas Edison (USA) Joseph Swan (UK) - light bulb</p> <p>• Identify some of the great designers in all of the areas of study (including</p>	<p>To design, make, evaluate and improve.</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>To master practical skills - Materials <i>Measure and mark out to the nearest millimetre.</i></p> <p>Apply appropriate cutting and shaping techniques that include cuts within the</p>	<p>Y3 provision box: Cutting, measuring, joining materials according to milestone objectives.</p> <p>DD opportunities:</p>	

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	<p>pioneers in horticultural techniques) to generate ideas for designs.</p> <ul style="list-style-type: none"> • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p>Victorian inventions - Samuel Morse and Alfred Vail - morse code (ICT and science link)</p> <p>Electric car (ART BOT link) - Thomas Parker 1884</p> <p>To master practical skills - Electricals and electronics</p> <p>Milestone 1: Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>Milestone 2: Create series and parallel circuits</p> <p>Milestone 3: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	<p>perimeter of the material (such as slots or cut outs).</p> <p>Select appropriate joining techniques.</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>To master practical skills - Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>(Victorian textiles)</p> <p>To master practical skills - Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • <i>Measure ingredients to the nearest gram accurately.</i> • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>(Roman / Victorian recipes or those avoiding scurvy on CC ship)</p> <p><u>Year 3</u></p> <p>Creative themes - Electronics challenge - Art Bot</p>	<p>Numeracy link - Measuring to nearest mm Perimeter of compound shapes / nets</p> <p>Practical DD???</p> <p>Cutting and joining a range of different materials - standalone sessions to keep skills going throughout LKS2</p> <p>DD opportunities:</p> <p>Measuring, reading scales in numeracy to nearest gram</p>	

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Computing	<p>To code - progression from KS1 algorithms to include: Variables and lists- Introduce the idea of a variable to store data such as a score or time. Sensing - create conditions for actions e.g. when the pin 1 touches ... the microbit will beep and record value. Control & Events - specify conditions to trigger events Pupils get to use selection (If / Else) within their programs. This might be with the conditional equals. Repetition: Introduce basic loops such as 'Forever' and 'Repeat'. Looks - set appearance of objects and sequence of change (LED on microbit) Debugging: pupils learn that making errors when writing code is expected and the term for identifying errors and correcting them is called debugging</p> <p>ToodleBit - Unit 1 End product = steady hand game 7 sessions. See separate document ToodleBit progression of skills.</p> <p>To communicate - Use some of the advanced features of applications to in</p>	<p>To understand online risks Cyber bullying, staying safe online, risks to online communication</p> <p>To code: On-going application of key coding concepts. Provision afternoons to include challenges for: Scratch Jnr/Scratch, 2Code and Scottie Go.</p> <p>To communicate - Use a range of applications to present work, ideas and messages across the curriculum. Guided reading character profile, email response, literacy, geography, history, DT photo graph and annotate on showbie (evaluation/planning stage)</p> <p>To connect - Blog as part of weekly routine - Pair up with Y4 to respond to comments and make purposeful communication. Guided reading text, enquiry based, debate, British values, picture news...etc.</p>	<p>Links to other areas: Science - revision of materials from Y2 Science - knowledge of frictions - Y2 DT mechanism revision from Y2</p> <p>Vocab - input, output, debug, variable, sensing</p> <p>Maths links</p> <p>DT / Science links Design steady hand game (wire element could be name, shape.. Base design (woodwork skills). -Science electrical circuits</p>	<p>Safer Internet Day Tuesday 11th February</p> <p>Inspire 2 Learn event - check calendar when released.</p> <p>Toodle Bit – Club from Y3- Y6</p>

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	<p>order to communicate ideas, work or messages professionally. 2email (complex interface), Showbie (screen shot upload/edit documents), Notebook/EE, Pic collage, 2 Publish (using more complex writing frames), Green Screen and Stop motion Animation. Purplemash - spreadsheets/data bases – link to maths missions/ curriculum areas.</p> <p>To connect - Contribute and respond to a blog moderated by a teacher. 2Blog - Purplemash, 2 Write (collaborative feature for provision tasks, literacy dash board)</p> <p>To collect - Devise and construct databases in areas across the curriculum. Follow Purplemash year group specified unit for data bases (initially)</p>			
Music	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments. Performances Charanga - weekly coverage</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination. Build on KS1 coverage of (Pulse, rhythm, pitch + dynamics) + tempo + Timbre Charanga - weekly coverage</p> <p>Listen with attention to detail and recall sounds. Charanga - weekly coverage</p>	<p>Perform - Understanding music is created to be performed. Compose - Understanding music is created through a process which has a number of techniques. Describe Music - Appreciating the features and effectiveness of musical elements. Transcribe - understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Listening to music coming in and leaving school - weekly/2 genre/ style - appraise end of week/ daily - likes/ dislikes/describe/ IRD</p> <p>Classical/ pop/ rock/ hip-hop/ contemporary/ Jazz- blues/ reggae</p> <p>Numer rock - maths links</p> <p>Supermovers</p>	<p>World Music Day – 21st June</p> <p>Snappy Christmas – Performing</p> <p>Christmas performance</p>

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	<p>Class/ solo assessments - listen back + appraise</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>listening to composers linked to time in history.</p> <p><i>Charanga - weekly coverage</i></p> <p>Culture links</p> <p>Topic links</p> <p>Local area achievements - famous musicians/ singers</p> <p>James Arthur</p> <p>Suzannah Clarke</p> <p>Paul Smith</p> <p>Paul Rodgers</p> <p>Vin Garbutt</p> <p>Chris Rea</p> <p>Oceans seas + rivers - charanga</p> <p>Romans topic</p>		<p>Provision - listening centre listening to/ appraising different genres of music covered</p>	
PE	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games, Dance, Gymnastics, Athletics, Swimming, OAA</p> <p>Different ways of travelling</p>	<p>15 minute run x 3 a week</p> <p>Supermovers</p> <p>5 a day TV</p> <p>Active lessons</p>	<p>Rugby mega-fest</p> <p>Cross country</p> <p>Gym festival</p> <p>Net/wall</p> <p>development day</p> <p>Tennis festival</p>

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		<p>Walking, running, hopping, skipping, jumping. Rolling, throwing, bouncing, kicking, catching, defending, attacking Bending, stretching, bounding, leaping, tucking, kicking, collecting, stretching</p>		
RE/Culture	<p>Understand beliefs and teachings To understand the key teachings of various religions. Understand practices and lifestyles To understand the day to day lives and practices of various religions. Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas Comparing religions – beliefs, holy book, practices (water in religion, pilgrimages)</p>	<p>Name key teachings and beliefs Identify and explain artefacts, symbols, religious buildings and practices Reflect ask questions Understand Values explain and describe how values affect behaviour and actions (links to British Values)</p>	<p>Recall names of main religions Recall key vocab from Christianity and other religions- place of worship, main God, holy book, symbols, artefacts, related story.</p>	
PSHCE Keeping Safe				
British Values	<p>Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance.</p>	<p>Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness</p>		
MFL	<p><u>Speak Confidently</u></p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary <p><u>Read Fluently</u></p> <ul style="list-style-type: none"> Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. 	<p><u>Read fluently</u> - know and recognise key vocabulary and phrases <u>Write Imaginatively</u> - write the main ideas using key vocabulary and phrases <u>Speak Confidently</u> - using key vocabulary and phrases to verbally communication ideas <u>Understand the culture of countries in which French is spoken</u> background knowledge and cultural capital needed to infer meaning from interactions.</p>	<p>Hello and goodbye in french - respond when walking in and out - verbally and read</p> <ul style="list-style-type: none"> Gestures for these and reasons for these gestures. <p>Count to 30 (progress in 5s) - read numbers from flashcards - speak the numbers</p> <p>Days of the week/ months of the year - read and speak - link to maths - write the date.</p>	

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	<p><u>Understand the culture of countries where French is spoken.</u></p> <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country <p><u>Will need stand alone lesson for the topics to be taught:</u></p> <p><u>Getting to know you</u></p> <ul style="list-style-type: none"> Ask name/ age / how are you Knowing preferences. <p><u>All about me</u></p> <ul style="list-style-type: none"> Being able to describe yourself <p><u>Food/ drinks :</u></p> <ul style="list-style-type: none"> Favourite food and drink Common foods Asking for something <p><u>Family/ friends</u></p> <ul style="list-style-type: none"> Learn how to say friends Learning family member names Asking and answering who is in your family <p>School life :</p> <ul style="list-style-type: none"> Saying where you go to school Who is in school What you like in school <p><u>Time/ date:</u></p> <ul style="list-style-type: none"> Learn days of the week and months 		<p>Regular answering of questions - yes or no to simple questions.</p> <p>Greetings - name, age, pets , live, family.</p> <p>Colours - primary colours - can we read and speak using other clues to help.</p> <p>Supermovers/ 5 a day - in french listening and speaking the actions.</p>	

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	<ul style="list-style-type: none">• Learn the seasons• Time of the day eg morning and night			